DOCUMENT RESUME

ED 060 525 EA 004 060

AUTHOR Bockman, Valerie M.
TITLE The Principal as Manager of Change.
PUB DATE Jan 72
NOTE 38p.; Speech given before Colorado Education Association Administrators' Conference. (Grand Junction, Colorado, January 14-15, 1972

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS *Administrator Role; *Change Agents; Educational Administration; *Educational Change; Human Relations; Learning Theories; *Management; Management Systems; Organizational Climate; *Principals; Role Theory

ABSTRACT

Social and technological changes have brought about the need for educational changes. One of the more pressing changes needed directs that principals focus on management -- the process of active and creative leadership -- rather than on administration -- the application of predetermined policies and procedures. The role of manager implies a human relations philosophy and the establishment of an open organizational climate. The manager-principal should treat teachers and staff as competent, intelligent persons and should nurture open participation in decisionmaking and educational processes by all persons and groups who are directly concerned. (RA)

ED 060525

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

THE PRINCIPAL AS MANAGER OF CHANGE

by

Valerie M. Bockman
Pima College
Tucson, Arizona

Keynote Address

to

The Colorado Education Association
Administrators' Conference
"On Staying Awake"

January 14-15, 1972
Ramada Inn Conference Center
Grand Junction, Colorado

EA 004 060

Signs of Our Times

Just about two years ago, when my husband was Coordinator of Modern and Classical Languages for Tucson Public Schools, he was attempting to involve the teachers of his particular discipline in planning for change -- but with a notable lack of interest on their part. Finally, one teacher challenged him: "What are you getting so excited about, John? Everything is all right -- we're doing a good job. Why rock the boat?"

Even then it was evident that "the times, they were a-changing," to paraphrase a popular folk song. Student unrest was in its heyday, and teacher strikes abounded. The public was demanding to know why, with all the expenditure of its treasure, learning was not taking place in our classrooms.

Public education, however, was not unique in the symptoms of social upheaval it exhibited. There was growing antagonism toward things military, and an obvious loss of faith in our system of government, particularly among the young. People of all ages were drifting away from the Church in greater and greater numbers.

Since that time so much negative criticism has been heaped upon public education that one of the participants at a recent conference which I attended, a University professor, expressed his alarm at the "deliberate, concerted effort being made to undermine and destroy public education." His alarm is augmented by recent decrees from the Arizona Legislature and the State Department of Public Instruction regarding

reading proficiency requirements and threatened performance-based recertification of teachers.

I, for one, think that something can be done about the plight of public education. I, for one, refuse to participate in ineffectual hand-wringing or to regard the State Superintendent as a bogey-man who has joined forces with "the enemy" -- whoever that may be. Although I think our state officials are sometimes in error in their choice of remedies, I do not question their intent -- which is to improve education in Arizona. Perhaps their efforts (call them bungling if you will) can bring about reform from within the profession.

It seems to me that our charge, as educators, in addition to "staying awake," as the theme of this conference admonishes us, is to "stay alert" to the signs of our times and their portent for education. Let's not be, like the wronged husband or wife, the "last to know" what is happening.

Role-playing

Other signs of our times include a growing tendency toward role-playing, particularly among young people. A recent article in Parade magazine, a supplement to our Sunday newspaper, analyzed the "overalls put-on" (putting on of the overalls uniform) by youth. It has replaced more conventional sports attire even on the ski slopes. A day or two ago I saw a rather strangely attired young woman selling flowers on a street corner in Tucson. You know, there was a time, as I was growing up, when among the kids the supreme derisive insult was: "Aw, your granmudder wears army shoes!" This young lady was not only wearing what looked like

paratroopers' boots, but a conglomeration of what might have been Good Will Store rejects -- all at least ten sizes too large. She literally flapped and streamed as she lumbered about in her army boots with a huge sign that proclaimed "SALE" -- presumably referring to the flowers.

There are days at Pima College, where I am employed, when not only the student body, but many of the faculty, look as if they're headed for a costume party. These people are apparently creating for themselves an illusory life, because they cannot or do not wish to cope with the society in which they find themselves. Their illusory lives are their refuge and retreat. It is difficult to determine whether the faculty members who assume these costumes are truly role-playing or are trying to establish empathy with the young people they teach. Perhaps they are caught between generations, where they find the young are role-playing and the older people in a spate of nostalgia.

Nostalgia

Nostalgia -- another safe retreat and refuge, no matter how temporary, from having to cope. This past season of television programming shows how high the tide of nostalgia has risen, purveying the fringed flapper, the double-breasted fedora-ed Brooklynese-spouting gangland male, and prohibition-engendered adventure. Few restaurants, bars, or even supermarkets open their doors today without some features of the gaslight era incorporated into their decor. The tenor saxophone, like the tenor with his megaphone, has come quavering forward with "Winchester Cathedral" or "Tiptoe Through the Tulips."

Nostalgia, it would appear, is another type of retreat from the present to a past era and culture which, because it is known, is not threatening to ego or psyche or anything else. Its threats and obstacles have been conquered and can now be forgotten. Only pleasant things -- pleasant because they no longer threaten -- need be remembered.

Circumvention of Institutions

At this point in time it would seem that most Establishmentarians have ceased to froth at the mouth over displays of long hair or unusual modes of dress, if not over bad grooming. But they still can't tolerate what they consider hangers-on, the leeches, the parasites of society. They have a sort of ant-vs.-grasshopper complex about social dropouts who expect to be fed, housed, and clothed at someone else's expense.

A good example of this is the furor raised in Tucson this last October when someone proposed that Tucson use public funds to house and feed so-called "street people" at the old fairgrounds -- the rationale being that they could be housed and fed for less money than had been expended last year on encounters with university and city police, property damage, and subsequent court proceedings. (The fact that it was also more humane was never mentioned by most people.) Anyhow, a hue and cry arose over the prospect of Tucson becoming a winter haven at public expense for all the street people of the United States and Canada -- all of whom probably move to Colorado for the summer. Since a municipal election was scheduled for early November, no public official who valued his position dared favor the proposed measure. It finally died a natural death, and the Salvation Army and the University Campus Christian Center went on providing as best they could.

These street people, it would seem, are obtaining the material rewards of our society in non-sanctioned ways. They have rejected the work-success ethic along with the whole economics of scarcity. In doing so they have engendered resentment -- even hate -- in those who get things according to the rules, those who do not circumvent our institutions with their prescribed paths to the rewards of life.

Such circumvention is not limited to society's dropouts, however. As educators we are appalled at the apparent deterioration of students' aspirations for achievement. Excellence no longer is a norm -- mediocrity seems to have taken its place. Students seem to find their rewards in "beating the game" rather than in achievement. I doubt that they expend much less effort in getting what they want. Even if they should want what education (or some other social institution) has to offer, they often get it in their own way -- by circumvention of rules, regulations, and prescribed paths.

Relevance

This point, it seems to me, is the whole key to what is happening today. Rampant technological change has brought about rampant societal change. As change takes place, people look to their institutions for interpretation of change. Failing to find what they need, however, more and more people are bypassing those institutions. Therefore as institutions cease to function as interpreters of change for greater and greater numbers of people, they become less and less relevant.

I hesitate to use a word at which most people flinch because it is overused and often poorly defined. I would like to define relevance

AS INSTITUTIONS CEASE TO FUNCTION

AS INTERPRETERS OF CHANGE

FOR GREATER AND GREATER NUMBERS OF PEOPLE,

THEY BECOME

LESS AND LESS RELEVANT.

Transparency
5a

in terms of social change, as Alvin Toffler does in his book called Future Shock. To repeat, education drifts from relevance as it fails, for greater and greater numbers of people, to serve as an interpreter of change. (The same statement applies to other institutions as well.)

Future Shock

As we observed in our discussion of nostalgia, people are trying to retreat from change. They do find the past a haven where their values are not questioned and where they are not threatened by the unknown. This retreat, of course, can be only partial and temporary. Sooner or later they must return to face even more greatly accelerated change -- to the point where some of them will suffer what Toffler calls "future shock," a particular type of culture shock brought on by the rapid superimposition of a new culture on an old one, by the premature arrival of the future (Time 1970).

Culture shock, as most of you know, occurs when a person cannot cope with the rapid change of foods, languages, and customs encountered in strange lands, and manifests itself in symptoms of physical illness. The remedy is for the victim to return to his own culture. Obviously the future shock victim cannot return completely to the culture he left behind -- to the past (Toffler 1970).

Planned Change

Toffler believes that the cure for future shock and for our ever more irrelevant institutions is to restore to the people their sense of control over their lives and the shaping of their future. It is this loss of this sense of control which causes a person to feel anonymous,

helpless, and disoriented. The restoration of control he recommends is not only "participatory" but "anticipatory" democracy. He calls for "social future assemblies" which will grow out of our present traditional institutions and enable us to practice this anticipatory type of participation. The alternative is to let our institutions die as they become less and less relevant -- less and less able to meet the needs of mankind.

Egon Guba has also addressed himself to the subject of change as it pertains to education. He delineates three types of change: evolutionary (natural), homeostatic (adjustive), and neomobilistic (planned). Evolutionary and homeostatic change have become ineffective and unappropriate for educational reform, he says. Evolutionary change is too ponderously slow and ineffective for reform, while homeostatic change is unappropriate because isolated adjustive measures cannot restore an unhealthy system threatened with extinction. He perceives neomobilistic change -- that is, the result of conscious direction -- as the only hope for education. He points out that to be effective, such change must restore relevance and impact, and he describes one of the characteristics of impact as increased participation from the ultimate subjects of education (Guba 1968).

So here again is the familiar refrain of change, planning change or planning for change, relevance, and impact, the only new term, defined in the familiar context of participation.

Reform from Within

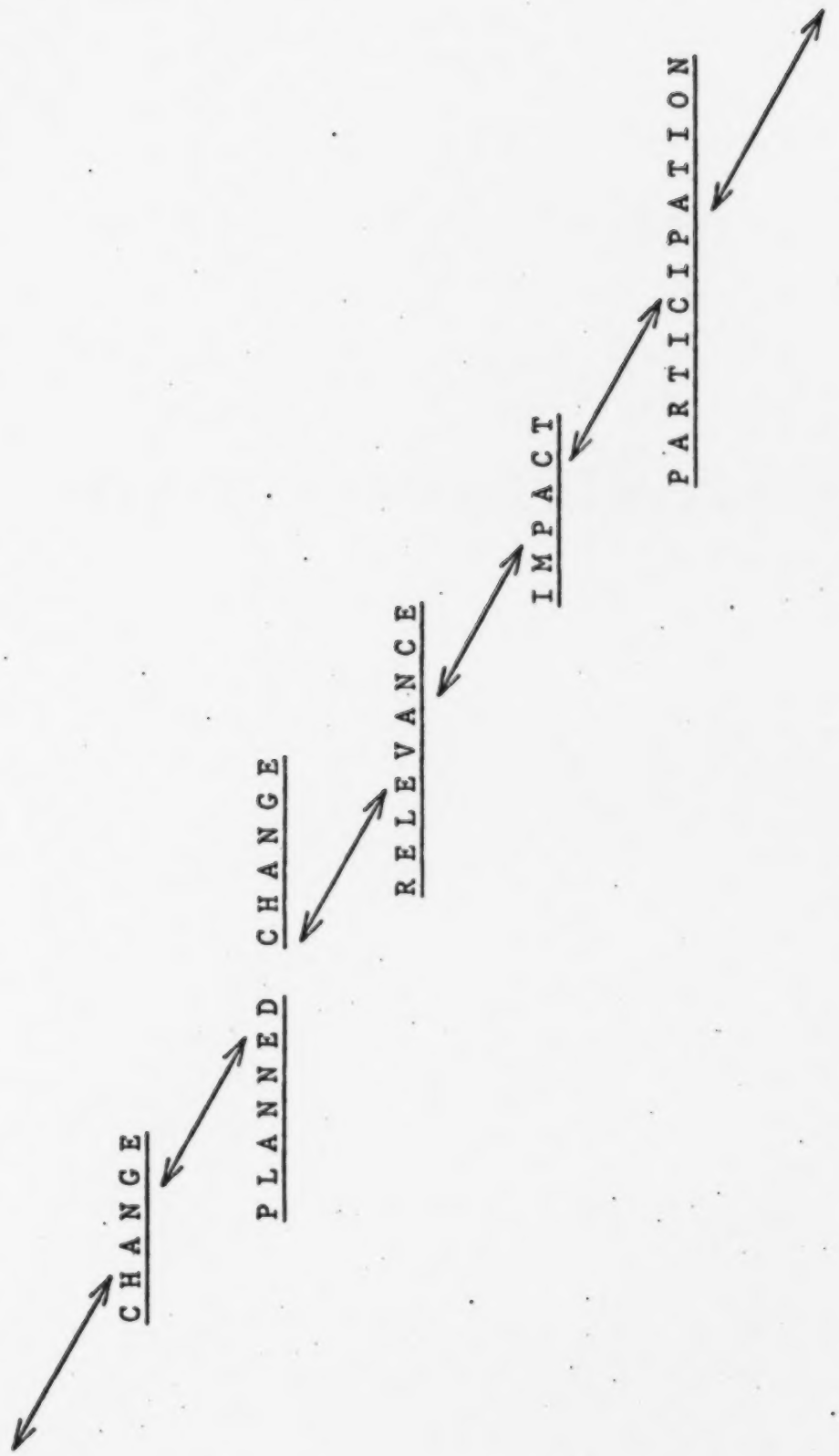
I personally do not believe that education, though it could do so, will let itself die of irrelevance. I agree somewhat with educator

TYPES OF CHANGE

Evolutionary . . . (natural)

Homeostatic . . (adjustive)

Neomobilistic . . (planned)


CHANGE
PLANNED CHANGE
IMPACT
RELEVANCE
PARTICIPATION

George Counts who saw education as a force in shaping the quality of life and other social institutions in a technological age. Education could help to nurture the self-directed, self-controlled, creative personalities which seem best equipped to handle change, to maintain their equilibrium when threatened with anonymity and helplessness. It might indeed help to bring about an entirely "new social order" in its concern for the whole man.

The role of the principal is uniquely well-suited to leadership of "reform from within" -- to a restoration of relevance, and thus to survival. Because he has contact with all levels of the educational hierarchy as it now stands -- students, teachers, and district administrators -- his influence is strong and pervasive. His leadership, touching all parts of the system as it does, becomes a potential starting point for his personal contribution to reform and survival.

Become Managers

As a student of management, I think that much of what he is able to do will depend upon his ability to change roles from "administrator" to "manager." The term "administrator" implies a role characterized by an almost (for lack of a better term) helpless application of policies and procedures, as determined by some higher authority, to the situations at hand. Think, for instance, what being an administrator of a will entails. "Manager," on the other hand, implies a more active and creative assumption of leadership. I must admit that the terms are often used interchangably, but somehow managers of educational institutions almost always wind up being called "administrators" or, an emotion-laden term of more recent origin, "educationists."

Individualized Instruction

At any rate, in the face of the present-day knowledge explosion, perhaps the primary philosophical accommodation demanded of the educator-manager is a realization that no one can possibly learn everything. Neither do we have time to teach everyone everything. Therefore a selection must be made. On what logical basis do we select certain portions of this vast body of knowledge to impart to the individual student?

It would seem that once he has been equipped with certain basic tools such as the ability to communicate verbally, the ability to read, and the ability to communicate in writing, the student should be allowed to select his intellectual pursuits on the basis of his own individual abilities, aptitudes, and inclinations.

One alternative is to decree essentially the same course of study for everyone, regardless of his aptitudes or ability, to be pursued at a uniform speed and in a uniform way. The latter (alternative) approach might be recognized as the one most public education has taken since its inception. While it may have been appropriate in the past, it now contributes to the growing drift from relevance. Individually pursued learning, observes the Carnegie Report, is discouraged by the very structure of the schools, which makes students totally dependent on teachers. The result is an authoritarian system which "educates for docility." (Stevens 1970)

Approaches to Management

It appears to me that the ultimate outcome of reformative efforts on the past of the educator-manager will depend upon his approach to

management, which ultimately is determined by his attitude toward people.

Traditional Management

The traditional approach to management of human organizations is to emphasize the role of the manager as determiner of what shall be done -- where, how fast, how economically, and by what method. Decision-making centers on him, and his leadership is autocratic and authoritarian. Relationships and communications must have official sanction. He runs a "tight ship," since he thinks his underlings tend to be limited, indolent, and uncooperative, and he relies heavily on fear as a motivator (Flippo 1970).

Traditional managers regard the formal relationships of responsibility, authority, and accountability as emanating downward through a highly centralized, pyramidal managerial hierarchy. Most public educational institutions, along with business, the military, and the church (orthodox sects), qualify as such highly centralized, pyramidal organizational structures characterized by a downward flow of authority, an unwillingness to share decision making, and little delegation of authority and responsibility. Teachers are generally excluded from administrative decision making, and students are usually excluded from teachers' decision making.

Human Relations Approach

The human relations approach, on the other hand, emphasizes non-managers in the organization, and their power to cooperate or not, to show initiative or not, regardless of managerial commands. It is group and consensus-oriented, regards the worker as responsible, energetic, and

Transparency
10a

APPROACHES TO MANAGEMENT

Traditional	Human Relations
People are limited, indolent, uncooperative.	People are able, energetic, cooperative.
Job is of central importance.	Man is of central importance.
Individual orientation.	Group orientation.
Official, simple relationships.	Complex relationships.
Tight, precise, super-imposed structure.	Guidelines geared to objectives, self-imposed structure.
Downward flow of authority.	Upward flow of power and authority.
Manager is the leader.	Official and unofficial leaders.
Autocratic leadership.	Democratic leadership.
Motivation by manager, liberal use of fear to motivate.	Self-motivation.
Centralized decision making by manager -- many hierarchical levels.	Collegial decision making -- fewer hierarchical levels.
Officially prescribed paths of communication.	Free, open, unrestrained communication.
Control by superimposed pressure.	Self-control.
Conflict completely discouraged.	Conflict recognized as a factor of progress.

of more importance than the job. Communications are free and open, and organization is a complex mixture of authority, power, and sociometric relationships. Decision-making is collegial in this democratic, loosely-structured, self-motivational environment (Flippo 1970).

What makes people willing or even able to share decision making? A manager who has always been a loner is not likely to change quickly, if at all, to a democratic leader. He may be a benevolent autocrat, who perceives the necessity for a collegial approach but doesn't know how to go about it. He may even think he is being democratic. Or he may be the manipulative type, who goes through the motions of soliciting opinion and arriving at a consensus, whereas actually he makes the group a forum for the presentation of his viewpoint. He may literally harangue the pseudo-participants into pseudo-consensus. He is simply not predisposed to delegate authority or to share his formal rights. He regards rigid structure and the superordinate emanation of authority as of the natural order (Flippo 1970).

Attitude

Attitude is the key word. One's attitude toward people influences his ability to share decision making. This ability is the leadership characteristic which probably best distinguishes traditional from human relations management philosophies. Leadership style ranges on a continuum which goes from autocratic through participative (democratic) to laissez-faire. The autocratic leader tends not to share his formal rights or to delegate authority. The participative leader seeks a consensus from the work group in decision making; and the laissez-faire leader, as the name implies, exerts little influence in his relations

Transparency
11a

Liberal
Behavioral Philosophy
Democratic
Leadership Style

Conservative
Traditional Philosophy
Autocratic
Leadership Style

Theory Y Attitude
Toward People

Theory X Attitude
Toward People

with subordinates. Somewhere between the extremes must be an optimum style, one suited to education in the present social milieu.

More and more writers are advocating that education move from what they regard as the autocratic extreme toward a more participative leadership to:

1. regain relevance (and thus survive)
2. prevent future shock (from a sense of loss of self-determination)
3. improve the learning climate
4. conserve human assets and promote improved human relations

If education is at the autocratic extreme, as some writers say, how far and how fast must it move along the continuum toward the participative? I maintain that both the distance and the rate will be determined by:

1. the degree of perception by the members of the system of the need for reform
2. the magnitude of the discrepancy between what the members regard as acceptable leadership behavior and how the leaders actually perform
3. the degree of willingness on the part of all members to modify attitudes and behavior when such discrepancies are demonstrated

Human Behavior Theorists

Human behavior theorists Maslow, Argyris, McGregor, and Herzberg offer analyses and insights which demonstrate our basic problem, and thus offer possible direction to reformative effort. Their theories, which

Transparency
12a

RATIONALE FOR GREATER PARTICIPATION

1. Regain relevance (and thus survive)

2. Prevent future shock (from a sense of loss of self-determination)

3. Improve learning climate

4. Conserve human assets and promote improved human relations

Transparency
12b

DETERMINANTS OF RATE OF REFORM

1. Perception of need for reform

2. Magnitude of discrepancy between "real" and "ideal"

3. Willingness to modify attitudes and/or behavior

incidentally are classified with the human relations approach to management, would indicate that a change in a manager's (or a principal's) attitude toward people is basic to restructuring and reform. Evidence of such a change in attitude might be a willingness to regard others as adults who tend to be self-controlled, self-directed, and responsible, who seek growth through achievement -- and certainly who are capable of self-determination under the democratic system.

Maslow

The study of human relations necessarily involves the study of human behavior, and a knowledge of human behavior requires a knowledge of basic human needs. Abraham Maslow, a psychologist, proposed a hierarchy of physiological, social, and egoistic needs of man in this order:

1. Basic physiological needs
2. Safety
3. Love
4. Esteem
5. Self-actualization

Each set of needs must be satisfied to some extent before the next becomes activated, he theorized, and as it is reasonably well satisfied, it loses its potency as a prime motivator of behavior (Maslow 1954).

Argyris

Also a significant contribution to understanding human behavior is Chris Argyris's list of dimensions of maturity of personality. Any human personality may be at a different stage of maturity in each dimension, only the extremes of which are presented in the following list:

	Infancy (Immaturity)	Adulthood (Maturity)
1.	Passivity	Activity
2.	Dependence	Independence
3.	Behaving in a few ways	Behaving in many different ways
4.	Erratic, casual, shallow, quickly-dropped interests	Deeper interests
5.	Short time perspective	Longer time perspective
6.	Subordinate position	Superordinate position
7.	Lack of awareness of self	Awareness of and control over self

Argyris concluded that by its very nature traditional management demands submissiveness, passivity, dependency, short time perspective, and repetitive, shallow abilities. The mature employee thus becomes frustrated and adapts to the situation by becoming apathetic or indifferent (Argyris 1957).

McGregor

Douglas McGregor suggested that the traditional manager's view of people is what he labeled "Theory X" -- that they

1. dislike and avoid work
2. must be coerced, controlled, directed, and threatened with punishment to get them to direct their efforts toward achievement of organization goals
3. prefer to be directed, wish to avoid responsibility, have little ambition, and want security above all

McGregor also formulated what he called "Theory Y," which he believed to be a more realistic assessment of people, who

1. regard mental and physical work as natural an activity as play or rest
2. exercise self-control and self-direction
3. are committed to objectives because of the rewards of achievement
4. accept and seek responsibility
5. exercise a high degree of imagination, ingenuity, and creativity in solving problems (McGregor 1960)

This distinction between Theory X and Theory Y attitudes toward human nature is the very essence of the traditional vs. the human relations philosophy conflict, be it in management or education.

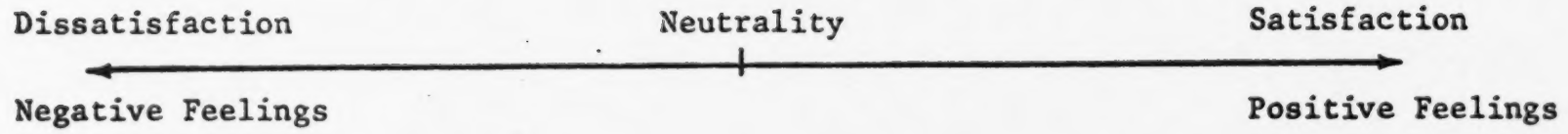
Herzberg

Frederick Herzberg developed a rationale for his approach to the study of man's needs which was based on the duality of human nature. This duality consists of the Adam view, which is the need to avoid pain, and the Abraham view, which is the need to grow. Avoidance of pain is achieved through "hygiene factors" such as pay, interpersonal relations, supervision, company policy and administration, and working conditions, whereas growth is achieved through "motivators" such as achievement, recognition, the work itself, responsibility, and advancement.

The conventional approach to the study of job satisfaction had always assumed job satisfaction to be a single entity represented as a bipolar continuum, "job satisfaction" being at one end and "job dissatisfaction" at the other. Along came Herzberg who theorized that satisfaction and dissatisfaction are two separate constructs (as are mental health and mental illness), and they must therefore be represented by two continua on which the opposite of satisfaction is no satisfaction, and the opposite of dissatisfaction is no dissatisfaction (Bockman 1971).

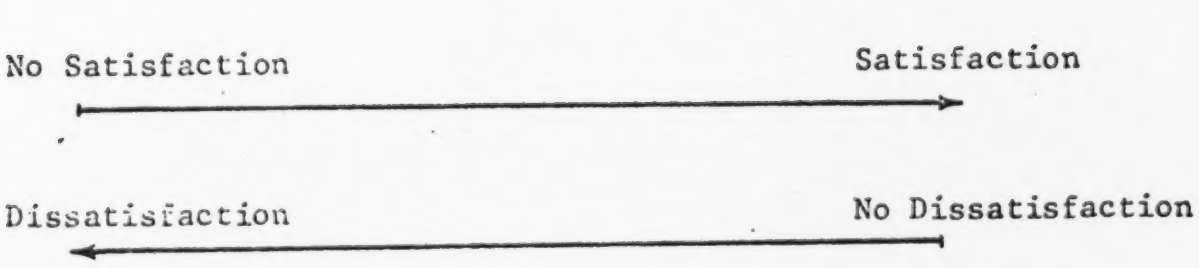
Herzberg defines the mentally ill person as one who has a lifetime pattern of hygiene-seeking, and who perceives his hygiene satisfactions as poor, whether or not they are. The mentally healthy individual is one who seeks satisfaction through growth, has achieved sufficient success to evidence growth, and has successfully avoided discomfort by means of good hygiene satisfactions (Herzberg 1966).

Transparency
15a



CONVENTIONAL CONTINUUM

Transparency
15b

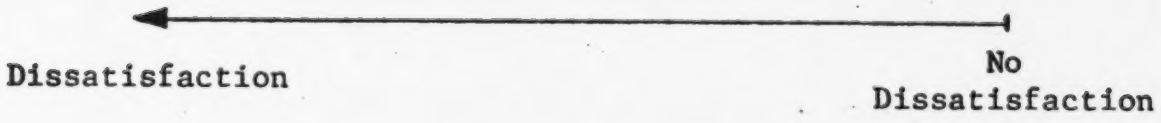


DUAL-FACTOR CONTINUA

Transparency
15c

HERZBERG'S HYGIENE FACTORS

(for Avoidance of Pain)



Pay

Interpersonal Relations

Supervision

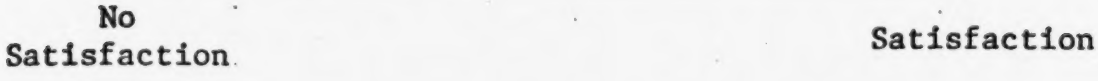
Company Policy and Administration

Working Conditions

Transparency
15d

HERZBERG'S MOTIVATORS

(Growth Factors)



Achievement
Recognition
The Work Itself
Responsibility
Advancement

Interrelation of Theories

Herzberg's recommendations tie in very well with the contributions of Maslow, Argyris, and McGregor toward understanding human behavior. Maslow recognized a certain progression of needs, also evident in Herzberg's writings, particularly wherein he notes that the need for growth becomes active only after hygiene needs are satisfied, and that if activity to achieve growth needs is thwarted, the person reverts to hygiene-seeking as a compensation. The danger of over-training in waste of human resources, as pointed out by Herzberg, coincides well with Argyris's observations about the effects of treating a mature employee as if he were in some stage of infancy, never allowing him to use even a small fraction of his capabilities.

McGregor's Theory Y assessment of people as being willing to work, self-directed, self-controlled, committed to objectives because of the rewards of achievement, accepting of and seeking responsibility, and exercising imagination, ingenuity, and creativity in the solution of problems corresponds with Herzberg's mentally healthy individual. Such a person seeks satisfaction through growth factors (motivators) such as achievement, recognition, the work itself, responsibility, and advancement.

Decision Making

In our enthusiasm for the traditional approach to management and the order and productivity it brings, we have structured out almost all possibility for deviation, for ambiguity, for conflict, and consequently for decision making in the lower echelons. It would seem that a certain measure of latitude for such decision-making should be restored, for

those who need it, want it, and are able to handle it. Our rigid system of plans, policies, and procedures could be relaxed to some extent with no loss of productivity or effectiveness, and probably with an enhancement of them. The rigidity of the system could be maintained for those who value the security it affords and are not psychologically or emotionally attuned to removal of the dependency relationship.

Often, when a person who has grown up under centralized decision making and control is put into a position where he must start making major decisions, he is ill-equipped by training or experience to do so. He has been trained to follow, to be directed and controlled, and to value the security of dependency.

How, you might ask, can we take a Theory Y attitude toward people when we encounter so many who are Theory X types? My answer would be that you simply take the positive approach which we espouse in our judicial system -- that a person is innocent until proven guilty. Think of people and treat people as if they are Theory Y unless and until they prove themselves otherwise, rather than making them prove they are not Theory X.

Gradual Nurture

Probably most of you here today can point to efforts on your part to bring teachers or students into decision making in which you found them unwilling to participate. Or you may have found that they will participate in making decisions if you insist, but have little inclination to do it otherwise. I think their reaction to such situations is the result of the dependency conditioning I spoke of a moment ago -- and that they must be nurtured in another direction gradually rather than

precipitately. They must be convinced of your sincere respect for their ideas -- that your actions are not mere tokenism. Given such opportunities a little at a time at first, but in ever-increasing amounts, they will soon respond.

Provide Options

Another valuable technique for nurturing participation is providing some framework for the neophyte participant at first. You might do this by providing options, not necessarily all possible options, but at least two or three from which he may choose. An example of such an offering of a limited number of options might be as follows:

Suppose I came as a guest to your house, and you wanted to serve some liquid refreshment, but you had only beer. In that case you wouldn't ask, "What would you like to drink?" because I might ask for something you couldn't provide, like Scotch. Instead you might ask, "Would you like a beer?" You have thus limited my options so that I must choose within the framework you have provided. But suppose you wanted very much to have a beer and also someone to drink with, in which case you would not ask if I'd like a beer, because I might say no. Instead you might pose the question, "Would you like a large beer or a small beer?", thus limiting my options even further. Even so I might say that I don't want any at all, but I would be less apt to refuse when presented with a set of options which does not include refusal. (Incidentally, being the good German that I am, I'd take the large beer.)

Management by Integration

Earlier I spoke of young people who seem to have rejected excellence as a norm, who seem to derive no pleasure from the rewards of achievement, who seem to be thorough-going Theory X types. Human relations theorists point out that industry, as well as home and school, is responsible for the nurture of such Theory X people. Parents, whose experience in industry may have been stultifying (such as on an assembly line or in some other boring, repetitious, non-challenging job) and may have produced apathy and disinterest in them, have taught their children not to "buck the system," and to seek gratification of their higher growth needs (achievement, recognition, self-fulfillment) off the job. The educational system, when overly restrictive and obsessed with control beyond that required for facilitation of learning, has reinforced this conditioning to seek higher needs in activities outside the school, and has thus destroyed the very motivation to learn that it bemoans the lack of. In a way we are <u>forcing</u> young people to circumvent our institutions to satisfy their needs.

I do not think this growing tendency to circumvent our institutions will be slowed down, stopped, and reversed until people, the young in particular, have a hand in shaping those institutions so that they do meet their needs. You have probably observed in yourself that your acceptance of rules, regulations, and policies you have had a hand in formulating is much greater than your acceptance of such restraints imposed on you entirely by others. McGregor recommended a technique that he called "management by integration" which makes use of the idea of coincidence of goals. For instance, if your goals happen to coincide with

those of your employer, you are much more likely to work enthusiastically toward them than if he says to you, "Here are my goals for this school system. They are now your goals." You may have to accept them as your own, even though you consider them deficient or even in error. You may have to work toward them, but your heart won't be in it. If he asks for your opinion as to what those goals should be, or how they might be modified, however, you will subsequently find them much more acceptable even if you made no suggestions to change them (McGregor 1960).

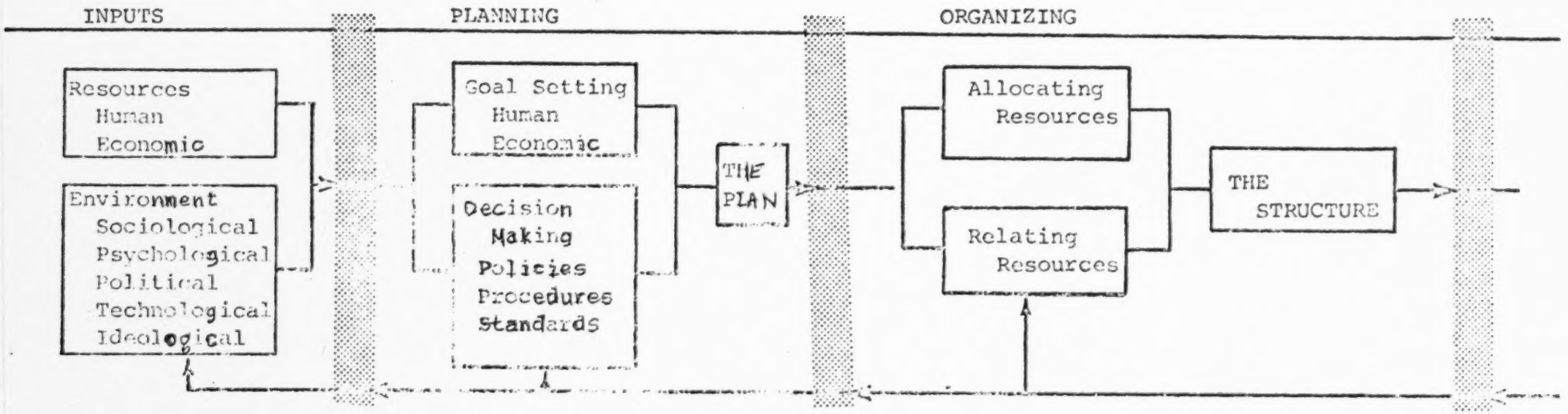
The carry-over of this idea to education and educational relevance I think is obvious. But again, the transition has to be gradual. We cannot expect a student who has never been allowed to make a choice to suddenly start setting his own educational goals or a teacher who has never been consulted to go into a fever-pitch of collegial decision making. It's a matter of nurture.

Changing Role of Principal

One can foresee that education will become not so much a teaching process as a management process, not so much a pounding-in of factual knowledge as a providing of all the educational tools and materials we can muster to enable the student to learn at his own pace and in keeping with his own individual capabilities and potentialities.

The educator-manager, then, will bring together human and material resources, anticipating the environmental constraints -- technological, sociological, and political -- and interrelate them to create an effective educational process. The idea is not to reject, destroy, or have contempt for past accomplishments, but to accept the idea that tradition should be

MANAGEMENT AS A SYSTEM**



** From Edwin B. Flippo's Management: A Behavioral Approach, Second Edition. Boston: Allyn and Bacon (1970).

Transparency 20a

supportive rather than burdensome, and to be willing to reform those aspects of our institutions which no longer serve us well.

Has the principalship become so bogged down in the performance of a collection of "jobs" that a person in such a position cannot help but lose sight of the forest for all the trees? Perhaps we ought to take a fresh look at the whole educational hierarchy as it now stands, reassess our priorities, and truly professionalize positions of education management, leaving the "jobs" to the paraprofessionals. Perhaps education's waning vitality could be restored by concentrating on its responsibility to educate the whole man, who can maintain his equilibrium in the face of cataclysmic social change. In my opinion, the distance to be moved is great and the time is short.

My suggestions for managed change in education are as follows:

1. Nurture attitudes of trust and an open climate which permits self-direction and self-control.

2. Develop a pluralistic system under which traditional education is preserved for those who need close guidance, a closed climate, and teacher dominated instruction, and under which an open climate, individualized programs, and a measure of self-determination are available to those who need and want them.

3. Match traditionally-oriented teachers with traditionally-oriented courses of study for traditionally-oriented students.

4. Bring in new personnel sympathetic with new ideas and with attitudes, training, and personality which will foster change in the human relations direction.

5. Seek more highly educated personnel.

6. In the face of resistance to change, engage in deliberate, systematic, persistent campaigns to inform and to change negative attitudes. The degree of success will be proportional to the time and effort expended. Examples of such campaigns currently being waged are those involving overpopulation, ecology, liberalized abortion, and women's rights.

7. Proseletyze. Engage in training and in-service programs to foster attitudinal change.

8. Reassess present organizational structure with an eye toward professionalization of key positions.

9. Gradually work less flexible personnel into non-key positions where their influence is the least regressive.

10. Encourage carefully planned and carefully managed innovation.

11. If an innovation which has been tried on a small scale shows promise, enlarge and implement it. Such enlargement and implementation should be in stages, not precipitate.

12. Build a "sacred dow" -- something no one can comfortably be against.

Conclusion

In closing, let me observe that we must all learn to live with change -- to respect it but not to fear it. It seems to me that the principalship is a position of particular sensitivity, since the principal must play a large part in nurturing this ability in our young people. It has been said that threat is the greatest deterrent to change. The principal, as reformer, is therefore put into the position of having to encourage change on the one hand without being threatening on the other.

This leads me to my definition of a good principal, which, by the way, did not originate with me: A good principal is a person who can be chased down the street by a group of irate teachers, parents, and students and make it look as if he's leading a parade.

GUIDE TO PRINCIPAL PERFORMANCE APPRAISAL

FACTORS	FAR EXCEEDS REQUIREMENTS	EXCEEDS JOB REQUIREMENTS	MEETS JOB REQUIREMENTS	NEEDS SOME IMPROVEMENT	FAILS TO MEET MINIMUM REQUIREMENTS
QUALITY	LEAPS TALL BUILDINGS WITH A SINGLE BOUND	MUST TAKE RUNNING JUMP TO LEAP TALL BUILDINGS	CAN ONLY LEAP SHORT TO MEDIUM BUILDING, NO SPIRES	CRASHES INTO BUILDINGS IN ATTEMPT TO JUMP	CANNOT RECOGNIZE BUILDINGS
TIMELINESS	IS FASTER THAN A SPEEDING BULLET	IS AS FAST AS A SPEEDING BULLET	NOT QUITE AS FAST AS A SPEEDING BULLET	WOULD YOU BELIEVE, A SLOW BULLET?	WOUNDS SELF WITH BULLET WHEN ATTEMPTING
INITIATIVE	IS STRONGER THAN A LOCOMOTIVE	IS STRONGER THAN A BULL ELEPHANT	IS STRONGER THAN A BULL	SHOOTS THE BULL	SMELLS LIKE A BULL
ADAPTABILITY	WALKS WITH GRACE ON WATER CONSIS-TENTLY	WALKS ON WATER IN EMERGENCIES	WASHES WITH WATER ONLY	DRINKS WATER ONLY	PASSES WATER IN AN EMERGENCY
COMMUNI-CATION	TALKS WITH GOD	TALKS WITH THE ANGELS	TALKS WITH HIMSELF	ARGUES WITH HIMSELF	LOSES THOSE ARGUMENTS

REFERENCES

Argyris, C. 1957. Personality and organization. New York: Harper and Row.

Bockman, J. F. October 1970. A system of instruments for the management of independent study programs. Paper for use in Tucson Public School District No. 1.

Bockman, V. M. 1971. The Herzberg controversy. Personnel Psychology 24:155-89.

Cooper, B. 1963. An analysis of the quality of the behaviors of principals as observed and reported in six critical incident studies. Journal of Educational Research 56:410-14.

Elam, S. 1970. The age of accountability dawns in Texarkana. Phi Delta Kappan 51:509-14.

Emans, R. 1969. Teacher attitudes as a function of values. Journal of Educational Research 62:459-63.

Flippo, E. B. 1970. Management: a behavioral approach. 2nd ed. Boston: Allyn and Bacon.

Gentry, H. W., and Kenney, J. B. 1966. The performance of elementary school principals and teachers. Journal of Educational Research 60:62-67.

Guba, E. G. June 25, 1968. A model of change for instructional development. Paper prepared for the Educational Media Conference, Indiana University. ERIC ED 028 497.

Herzberg, F. 1966. Work and the nature of man. Cleveland: World Publishing Company.

Hoover, K. H. 1963. Degree of teacher domination in group processes and student attitude toward instruction in secondary methods classes. Journal of Educational Research 56:379-81.

Illich, I. 1968. The futility of schooling in Latin America. Saturday Review 51:56 ff.

Johns, J. P. 1968. The relationship between teacher behaviors and the incidence of thought-provoking questions by students in secondary schools. Journal of Educational Research 62:117-22.

Likert, R. 1961. New patterns of management. New York: McGraw-Hill Book Company.

Maslow, A. 1954. Motivation and personality. New York: Harper & Bros.

Mayo, E. 1933. The human problems of an industrial civilization. Cambridge: Harvard University Press.

McGregor, D. 1960. The human side of enterprise. New York: McGraw-Hill Book Company.

Stevens, W. K. Sept. 20, 1970. Report severely criticizes U. S. public education. Tucson Sunday Star-Citizen. P. 1 ff.

Time. August 3, 1970. The disease of the future. P. 13.

Toffler, A. 1970. Future Shock. New York: Random House.

Turner, R. L., and Denny, D. A. 1969. Teacher characteristics, teacher behavior, and changes in pupil creativity. Elementary School Journal 69:265-70.

Yamamoto, K. 1967. Analysis of teaching -- another look. School Review 75:205-15.